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ABSTRACT

This study sought to understand how first year physical education teachers perceived their workplace, how they believed it affected their first year of work, and how they understood the role of that workplace in shaping their induction into the social and organizational context of the school. Interviews were conducted with 12 physical education teachers who had completed their first year of teaching at the elementary or secondary level. Results of the study are reported in two sections. The first provides profiles of 2 of the 12 participants and how their particular workplaces operated to shape their first year of teaching. The second section summarizes the themes identified as common to all participants. Five workplace factors were identified as being the most salient characteristics common to each case. They included: the physical education facilities, the presence or absence of teaching colleagues, the scheduling of physical education classes, the community environment, and the students. Important contextual factors were also identified, such as the status of physical education in the schools, the teachers' sense of efficacy, the testing of values, and the realities of the school as a social institution. (Contains 36 references.) (JDD)

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First Year Physical Education Teachers' Perceptions of Their Workplace

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Presented at the Annual Meeting of the

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First Year Physical Education Teachers' Perceptions of Their Workplace

In their first year, physical education teachers inherit many of the struggles that are common to the teaching profession. They also encounter difficulties that are unique to the induction year, to their particular school, and to the subject area of physical education (Smyth, 1992; Sparkes, Templin, & Schempp, 1990).

Drawing from the literature on beginning classroom teachers we have learned that as novices move from being students in teacher education programs to teachers in schools, they may experience "reality shock" (Marso & Pigge, 1987; Odell, 1986; Ryan, Newman, Mager, Laslet, Flora, & Johnston, 1980; Zeichner & Tabachnik, 1981). Their situations may be vastly different from those in their preservice practicum settings. One consequence of such shock is the "wash-out effect," wherein what teachers learned in their teacher education programs is progressively eroded by school practice (Zeichner & Tabachnik, 1981).

Schempp & Graber (1992), however, noted that the small body of evidence to date (Freedman, 1985; Kreider, 1985; O'Sullivan, 1989) suggests that the induction of physical education teachers may differ from the induction of classroom teachers. It may, for example, be less stressful. Neither the self-report data from Kreider (1985) nor the descriptions of the two first year physical education teachers in O'Sullivan's study (1989) describe anything resembling reality shock.

While the available data may support the notion of eased entry for beginning physical education teachers, it does appear that they often encounter frustrations related to institutional messages they receive about the nature and

status of physical education as a subject (O'Sullivan, 1898; Schempp & Graber, 1992; Smyth, 1992; Sparkes, et al., 1990). Most new physical education teachers, for example, come from teacher education programs in which student learning is held to be one of the primary objectives for school instruction. First year teachers, however, often find themselves in a school environment within which student learning in physical education is not a primary expectation of the administration, faculty, parents, students, or even physical education teachers themselves. There certainly is evidence to suggest that not all teachers give priority to student learning as an outcome of physical education (Earls, 1981; Jackson, 1968; Placek, 1983; Zahorik, 1980). Instead, their objectives consist of keeping students "busy, happy, and good" in their classes (Placek, 1983).

Within the social context of the workplace, physical education teachers may receive subtle messages about the role of physical education in the context of the school, including messages about the relative unimportance of student learning. As a result, first year physical education teachers may succumb, and behave in ways which serve to maintain a set of workplace conditions that are not optimal for producing student learning. That is, first year physical education teachers may abandon the goals promoted in their preservice preparation in favor of goals that are more acceptable in the local context. The primary reason for this may be the "press" exerted by a number of powerful factors in the workplace.

Purpose of the Study

The purpose of this study was to understand how first year physical education teachers perceived their workplace, how they believed it affected their first year of work, and how they understood the role of that workplace in shaping

their induction into the social and organizational context of the school. The questions which guided this study were as follows:

1. How do physical educators, who have just completed their first year of service, describe the workplace factors which affected their teaching and professional development?

2. Within the general set of workplace factors which beginning teachers identify as important, what sub-set of factors do they perceive to be specific to the subject matter and organizational circumstances of physical education?

3. How do first year physical educators describe the ways in which workplace factors operate to affect their teaching and professional development?

Method

The primary source of data for this study were interviews in which physical educators, who had recently completed their first year of teaching, were allowed to elaborate on their understanding of their workplace, and its role in their first year of teaching.

In-depth Interviewing

I conducted extended and multiple interviews using the interview guide approach (Patton, 1980). All interviews were audio-taped and transcribed, and in their raw form constituted the primary data set for subsequent analysis.

Each teacher was interviewed twice. Prior to the first interview, recollections about workplace factors which might have affected their work were stimulated through the use of a workplace factor checklist. The development of the checklist was informed by the literature on the school as workplace.

Completion of this checklist enabled participants to consider a vast array of workplace factors that may have affected their work, and reminded them to reflect upon their entire first year, not just their last few weeks. In addition to

stimulating participant recall, responses to the workplace factor checklist were used to focus subsequent sections of the interviews.

The purpose of the first interview was to establish an autobiographical context for understanding the participants' experiences in the workplace. Together with information from the checklist, the first interview also informed lines of questioning for the follow-up interview. The second interview concentrated on what the participants' first year as physical education teachers was like, and how the workplace affected that work.

Participants

The participants for this study were 12 physical education teachers who completed their first year of teaching during the 1990-1991 school year. They taught full-time at either the elementary or secondary level in a New England school district. The physical education teachers also were selected to insure representation by gender and level (elementary and secondary). In addition, the volunteer pool was inspected to insure representation from both small and large schools, as well as urban, suburban, and rural schools. (See Table 1.)

Insert Table 1 here.

Working with the Data

First, I read the participants' interview transcripts and carefully reviewed them for thematic elements which appeared to be common within each case. Then I created profiles of the participants which described how their particular workplaces operated to shape their first year of teaching.

Second, for each research question I divided the transcripts into data units (Grove, 1988), each representing a single point of information about the

inductee's experience with the workplace. Then, I reviewed the transcripts again to identify thematic elements which appeared to be common across individual cases. In addition, categories, themes, and tentative hypotheses about relationships were developed as the intermediate products of inductive reasoning.

Establishing Trustworthiness

In order to insure trustworthiness of procedures used while conducting this investigation, I employed two methods described by Lincoln & Guba (1985): peer debriefing and member checking. The peer debriefer had access to all the data that were collected, including research logs and interview transcripts. Member checks were possible in that follow-up interviews were conducted. In addition, participants were allowed to provide written feedback pertinent to their own profiles.

While peer debriefing and member checking were the primary methods of insuring trustworthiness, another physical education teacher education colleague served as a reviewer during the analysis phase. This colleague shared a vital purpose with the peer debriefer -- to insure that the findings were grounded in the data.

Results

The results of this study are reported in two sections. The first provides profiles of two of the twelve participants and how their particular workplaces operated to shape their first year of teaching. The second section summarizes the themes that I identified which were common to all participants. Collectively, these two sections relate to the purpose of the study and respond to the research questions.

Profiles

Sue. Sue's first year of teaching took place at Northwood School. She taught physical education to students in grades K-8. Because this was the school at which she had done her student teaching, Sue knew a great deal about what her first job would entail -- but not everything. While she correctly anticipated that her students would be a great source of pleasure, she was unaware that teaching physical education at Northwood could be so frustrating. What her student teaching experience had not prepared her for was the loneliness and the lack of support she would experience during her first year of teaching.

The professional isolation and lack of support she found at Northwood were manifested through the following workplace factors: the principal, the students' parents, the gymnasium, the lack of equipment, and the other teachers. In addition, her assigned "beginning teacher support team" and physical education colleague were of little help. Overall, Sue had a difficult time trying to implement a curriculum which would move students toward her goals of knowledge and skill acquisition for life-long participation. The problem was both fundamental and uncomplicated. No one at Northwood gave very much importance to physical education -- except Sue!

Sue was nervous as the first day of school approached. Nevertheless, she felt confident as her student teaching experience had provided her with the opportunity to become acquainted with the students, staff, and the school routine at Northwood School. As a student teacher, however, Sue had not had to deal with faculty peers, parents, and administrators. In addition, she had not been responsible for the curriculum and, above all, she had not been alone.

Sue was not completely without a colleague in her first year of teaching. Bill, a physical education teacher, taught at her school twice a week. On Tuesdays and Thursdays the gymnasium was divided and they each taught on

their own side of the gym. Bill taught primarily from a games perspective, while Sue worked on basic movement skills and pre-sports activities. She approached Tuesdays and Thursday with mixed emotions. She liked to have someone to talk to, particularly about physical education, but increasingly found Bill's presence on the other side of the gymnasium to be more annoying than reassuring and helpful. Moreover, because their teaching styles were fundamentally different, students sometimes rebelled against the learning tasks in her curriculum, indicating that the usually familiar and often less demanding activities in Bill's classes were more to their liking.

Students also presented Sue with many challenges. She found it difficult, for example, to teach students who were from socio-economic backgrounds that were at the far ends of the continuum. There was no middle class in Northwood. The students were either from lower or upper class families. Some students had a great deal of movement and sports experiences, while others had very little. Sue had to struggle to design lessons which allowed students to be successful at their own, often disparate, levels. She worked very hard at the extensive planning this required, and at the beginning of the year spent many afternoon and evening hours working on detailed lesson plans.

Some of the other teachers, the principal and even the parents did not place very much importance on physical education. "Anyone can teach physical education. Just play games." That was a comment from her principal. Basically, she was told "not to take it so seriously."

Sue fought very hard to maintain her goals for physical education throughout the year. While she wanted her students to enjoy physical activity, she also wanted them to learn something in her classes, not just play games. When she called parents at home to discuss problems with what their child was doing in class, she was confronted with disbelief. Why would their child, who

was doing well in every other class, have difficulty in physical education? Moreover, not one parent came to talk to her during parent teacher conferences. Sue felt very little support for her program, or for her efforts.

While the negative attitudes of the teachers, principal and parents weighed heavily on her, Sue persevered with her efforts to provide what she considered to be a sound physical education program for her students, at least within the limits of her working conditions. She felt that her teaching stations were only minimally adequate for an elementary school. The gymnasium had a stage at one end, and served as the cafeteria and a throughway to get from one wing of the school to the next. Sue's classes often were disrupted by people walking through the gymnasium.

Although she found the physical education facilities adequate, there was very little equipment. There were not enough balls and other manipulative items so that students could each have their own. She often made equipment out of milk cartons, or used tires for certain lessons. Sue explained that even if funds were available, there was so little storage space she would have difficulty finding a place to put additional equipment. She made do with what she had.

Given all the workplace factors that operated to shape Sue's first year of teaching, she found the loneliness and lack of support to be the most frustrating. She found herself not going to the faculty lounge because it was there that the other teachers criticized her or made uninformed comments about teaching physical education. Sue found solace, however, in the library. It was there that she did most of her work. During lunch she often took walks with the librarian. She enjoyed leaving the school and talking with someone who took her and her program more seriously.

Sue was happy that she would not be returning to Northwood School next year. When I last spoke to her she had just accepted another job teaching middle school physical education in a nearby district. Sue was certainly glad that her first year was over, and was looking forward to her new position in the fall.

Andy. Andy taught physical education to students in grades 1-6 at Brightland Elementary School, which was located in an affluent southern New England suburb. The primary workplace factors that operated to shape his first year of teaching include: the physical education equipment and facilities, his autonomy, the head of school maintenance, the superintendent of schools, the teachers' opinions of him as a physical education teacher, the students, and the parents.

Any brief description of Andy's workplace will not do justice to the Brightland School physical education facilities. Teaching areas included: two large gymnasia, a pool, tennis courts, two outdoor basketball courts, and spacious playing fields. The facilities, in conjunction with the variety of equipment available, allowed Andy to teach virtually any activity that would be appropriate for elementary-age school children.

Andy had freedom to design his own physical education curriculum. While there was another physical education teacher at Brightland, each had their own gymnasium and was completely autonomous. In fact, they rarely saw each other during the course of a typical school day. Andy explained that as a result of his autonomy he had found it easy to adapt his teaching methods and goals of cooperation, skill acquisition, and enhancement of students' self-esteem to his new environment at Brightland. He took great pride in the fact that he had been able to apply the skills learned during student teaching to a new and considerably different situation.

Although Andy taught independently of his physical education colleague, he was not alone. He shared an office with the head of maintenance, Jack. His relationship with Jack was both professional and personal. Andy learned more about working at Brightland from him, than from anyone else.

For thirty years Jack had been the principal of Brightland Elementary School. Due to administrative changes in the school district in the recent past, Jack was no longer the principal but was hired to coordinate the maintenance for the large school. This was a formidable task as the school accommodated approximately 800 students and 60 teachers.

Despite the fact that Jack was no longer the leader of the school's administration, he proved to be great help to the rookie physical education teacher. He not only befriended Andy, but he also taught him how to deal with the administrators, teachers, parents, and students. Jack and Andy had long conversations during the hour and a half before school began each day. They talked about how to work effectively with the many constituencies of the school community. Andy found Jack's advice to be particularly helpful in dealing with parents.

At Brightland, Andy encountered parents who had a strong desire to be an integral part of their children's education. Not only did parents contribute a great deal in terms of financial support for the public schools, they also maintained a strong interest in the education provided. As a result, they tended to be very influential with the school administration. Jack advised Andy to use the administration, especially the superintendent of schools, as an ally when he was confronted by parents. Much to Andy's relief, this strategy provided positive results when he was challenged concerning the fairness with which one of his assistants treated a student in swimming class.

Jack had a wealth of information. Andy took advantage of his thirty years of experience working at Brightland to learn about the teachers there. Though very professional and dedicated to educating children, most of them had uninformed opinions about physical education as a subject, as well as about physical educators as teachers. With Jack's guidance, Andy was able to become an integral part of the school community in arenas other than the gymnasium. He worked with teachers on special projects, assisted in various academic contests, and was on the superintendent's council. As a result of his involvement in various aspects of the school, Andy developed positive relationships with the teachers -- relationships which allowed him to be an advocate for physical education, as well as to portray a positive image of himself as a teacher.

Andy's first year of teaching was influenced by his workplace. He did not, however, simply respond to those circumstances. Not only did he retain his beliefs about teaching and his goals for students in physical education, he took a proactive approach to promoting himself and his subject matter. He was an unusual first year teacher who had the opportunity (and the professional maturity) to actively shape aspects of the workplace, rather than simply respond and adjust to the school environment.

Workplace Factors That Were Common To All Participants

Each participant described how the workplace operated to shape that crucial first year. While each case was different, there were some similarities. Five workplace factors were identified as being the most salient characteristics that were common to each case. They included: the physical education facilities, the presence or absence of teaching colleagues, the scheduling of physical education classes, the community environment, and the students.

In addition to the salient workplace factors that were explicitly identified by the participants as influential during their first year of teaching, it was possible to identify important contextual conditions that could be inferred by close examination of the interview transcripts. What Schein (1988) called "unarticulated" factors, were implicit in many of the stories, and some of these appeared to be sufficiently common to the first year experience to represent generic themes of influence in the process of learning to teach physical education in the public school. These factors included: the status of physical education in the schools, the teachers' sense of efficacy, the testing of values, and the realities of the school as a social institution. (See Table 2.)

Insert Table 2 here.

Discussion

This study provides a description of how 12 first year physical education teachers perceived their workplace, how they believed it affected their first year of work, and how they understood the role of that workplace in shaping their induction into the social and organizational context of the school. All of the participants had some experiences that were similar to those encountered by beginning teachers in every area of public education. They had other experiences, however, that were different from those commonly reported in the literature concerning first year classroom teachers. The evidence suggests that such differences were a consequence of the nature of physical education as a subject, as well as its place in the school curriculum and the social fabric of the workplace.

These beginning teachers were characteristic of many first year teachers in that they were expected to perform the same duties as a twenty year veteran (Lortie, 1975). Although many of the participants were assigned mentors, they found them to be of little help beyond learning the daily routines of the school, and becoming aware of certification procedures.

Also, like other beginning teachers, most of the novices experienced "reality shock" (Marso & Pigge, 1987; Odell, 1986; Ryan et al., 1980). Most participants had not anticipated such inadequate facilities, their rigorous teaching schedules, or the lack of support received from supervisors and colleagues. Moreover, they were not prepared to confront the social and political forces within the school community which so greatly affected their work.

The nature of physical education, and its consequent place within the school and wider community, confronted the beginning teachers with the fact that they were teaching a subject which was accorded low status. In terms of workplace conditions, the most obvious result of this was that some teachers were forced to conduct their classes in areas and with time allocations that were less than adequate for instruction, and to do so with fewer resources than would be considered minimally adequate in the classroom.

Other workplace factors would have been less obvious to a visitor, but were reported by the novices to be pervasive and influential in the experiences of their first year. For example, physical education teachers generally were not held accountable for student learning in their classes. There appeared to be no consensus about what would constitute appropriate educational outcomes, and teacher evaluation focused primarily on class management and compliance with school regulations. This is consistent with findings in earlier studies regarding the influence of the workplace on physical education (Evans & Davies, 1988;

O'Sullivan, 1989; Smyth, 1992; Sparkes, et al., 1990; Templin 1988a, 1988b, 1989).

The general absence of accountability for either subject matter coverage or student learning may, in some sense, have presented fewer difficulties in the participants' first year of teaching than were encountered by their classroom counterparts. Unlike math or reading teachers, they did not have to be concerned with covering a specified curriculum, or teaching basic concepts and skills to be assessed on standardized tests.

In another sense, however, the absence of such expectations in physical education created a different set of problems for the inductees. These included: demands for curriculum planning that are faced by few other beginning teachers, an urgent need to master class management techniques that would yield absolute and wholly reliable control (because that often was the sole standard by which they were evaluated), a growing sense of isolation from the main functions of the school, an erosion of their sense of efficacy as teachers, and unsettling conflicts with the values which some of the novices had internalized from their preservice programs. Important in terms of its long term consequences, was the absence of either motivating expectations for, or skilled assistance with, the development of teaching skills which could sustain a strong sense of professional expertise and growth over the ensuing years.

The participants responded to these problems in ways which reflected individual skills and dispositions, as well as the unique features of each workplace. There were, however, some responses which appeared to reflect common strategies for coping. For example, conversations in the interviews often touched on the participants' need to feel some sense of efficacy -- the feeling that they made a difference in the growth and lives of pupils. At many of the worksites, however, it was difficult to sustain any such practical sense of

accomplishment -- at least in the traditional form of student learning which the novices had been taught to value.

As a result, these novices employed teaching methods which were a compromise between those which facilitated class control and those which made class enjoyable for their students. In addition, they were forced to redefine their goals so that they could experience some success as teachers.

During the interviews, whenever the participants expressed awareness that most students were not learning skills, this thought was almost always followed by expressions of some hopeful, but more distant goal. One common version of this was the explanation that if students were at least having a good time they might someday be motivated to learn activity skills outside of school. The paradoxical nature of this rationalization was never commented on (and may not have been recognized) by the participants.

With few exceptions, these first year teachers believed they could do very little to change the cultural norms which greatly influenced their work conditions. Like both beginning and veteran physical education teachers in the study conducted by Sparkes and his associates (1990), most of these novices resorted to "strategic compliance" (Lacey, 1977; Zeichner & Tabachnik, 1983). They were reluctant to challenge the cultural norms within the school. Almost all of the participants reported that they did not want to risk working towards changing the administration's low expectations for physical education.

Instead, many of the teachers implemented teaching practices that modified or replaced some of their original methods. For example, Bertha explained that initially she had taught lessons in which a primary objective was motor skill acquisition. Soon after the beginning of the school year she realized that given the time and space limitations with which she was confronted, and the overbearing attitudes of her teaching colleague, she would have to be satisfied if

her students simply were active and having fun. She reported, "I wanted to go out and make like snow sculptures and just do stuff in the snow, and build igloos...at least they're moving."

The participants reported consciously altering both their teaching behaviors and their teaching objectives so that they would be more acceptable to what they perceived to be the norms of their workplace. Their response to problems were similar to those described in other studies of beginning teachers by Zeichner & Tabachnik (1983), Etheridge (1989), and Sparkes and his associates (1990).

These studies (Etheridge, 1989; Sparkes et al., 1990; Zeichner & Tabachnik, 1983) borrow constructs from Lacey's social strategy framework (1977). Zeichner & Tabachnik (1983) claim that the most common response of beginning teachers is strategic compliance. This can be defined as, "those instances where individuals comply with the constraints posed by a situation, but retain private reservation about doing so" (Zeichner & Tabachnik, 1983, p. 15). While Sparkes and his associates (1990) utilize the construct of strategic compliance to indicate the novice's compliance with authority's view of how they should teach, Etheridge (1989) broadens the social strategies framework to include a more global perspective of the workplace. Thus, Etheridge defines strategic adjustment "as the conscious selection and use of teaching practices that modify or replace the beginning teacher's initial and preferred practices" (1989, p. 32). Initially, the teacher does not believe that the strategy reflects good teaching, but over time it is rationalized as appropriate considering the circumstances. Novice teachers often claim, however, that the alternative would be abandoned if the situation were different.

Like Bertha, many teachers in this study employed strategic compliance and, perhaps strategic adjustment. As with beginning classroom teachers,

participants who reported having to adjust their teaching styles and goals also indicated the firm belief that if (or when) their situation changed they would (and could) return to their earlier teaching methods.

Over their first year, the teachers' transition to the real world of work and survival sometimes was accomplished in spite of, rather than because of, the professional development opportunities available in their workplaces. As previously mentioned, their mentor teachers were untrained, often out of their subject area and, when they were available, gave little support for the development of teaching skills related to physical education. All of the aforementioned circumstances are contradictory to recommendations for professional development offered in the literature (Bolam, 1987; Huling-Austin, 1989; Ryan, 1986).

The participants' continuation in the profession was powerfully influenced by their ability to develop and sustain some sense of efficacy in their work. For example, Alexis, frustrated with her students' lack of progress in her swimming classes, explained how her personal relationships with some of her students had become very rewarding,

> I become very attached to some of them[the students]...Just to know that I've made a difference to somebody, and if it takes just one teacher to make a difference in a kid's life then I think there's an accomplishment.

Alexis' sense of efficacy in her teaching was not attained through her students' level of motor skill acquisition, but rather by her feeling that she had made a difference in their personal lives.

Many of these first year teachers were able to look beyond the limitations of their contexts and feel at least some sense of having done worthy work. Although it may have been necessary to modify their initial definition of what

would constitute "worthy work" with students, they were able to look forward to a second year in the same school with a degree of optimism. Others, however, believed that because of the social and political climates within their schools and communities, there was little chance for their difficult situations to improve. Those teachers decided not to leave teaching, but to leave their present jobs in search of a workplace which might provide better working conditions.

The results of this study, when added to the information provided in the literature, suggest that despite modest efforts, many schools provide wholly inadequate support for beginning teachers. First year physical education teachers, like other beginning teachers, still "learn the ropes alone" (Deal & Chatman, 1989). Moreover, the subject matter of physical education presents unique problems in accomplishing the transition to professional teaching (Bain & Wendt, 1983; Lawson, 1989; O'Sullivan, 1989; Smyth, 1992; Sparkes et al., 1990; Templin & Schempp, 1989).

Finally, it seems possible that from the outset, the schools in which they found their first job were not understood as "workplaces" by these beginning teachers. Their initial perspectives on the nature and the significance of the school as an organization, seem to have been based primarily on student memories and personal fantasies about the act of teaching physical education. They had no realistic appreciation of what it would mean to be part of a social (and bureaucratic) community -- much less any understanding of the complex and problematic ways in which school and community cultures would impact their work.

This study provides insight into how 12 novices negotiate the school culture in order to define and enter into the role of being a physical education teacher. Often, they found themselves struggling to reconcile what was espoused in their teacher education programs with what was possible for them in their

workplaces. Powerful forces within the workplace shaped not only the work that was done in the first year, but also the participants' beliefs about the work that should be done in subsequent years. The workplace teaches itself, not just as a set of constraints on teachers' visions of the good physical education, but as a demand for revising those ambitions -- most often downward toward expecting less, accepting less, and doing less.

Given the results and previous discussion, what importance does this study have for the conditions of undergraduate teacher preparation in physical education? A first priority would be that prospective teachers be presented with experiences which inform them about the school as a social organization, and which provide at least basic political skills which would help them survive in that atmosphere. In addition, they must be able to clearly articulate their goals for physical education. They should know what is needed in the workplace to support a sound curriculum, and be able to explain how each requirement relates to producing desirable student outcomes.

Even if teacher education programs were able to provide such training experiences, it is doubtful that many beginning physical education teachers, acting individually, would be able to maintain their vision of a sound program if the conditions which are typical of school workplaces do not change. Clearly, if it is to occur, change must begin somewhere. It is vitally important for novices not only to be trained like Andy, to be effective advocates for their subject, and for themselves as teachers, but also for them to seek people who will assist and support them during their first year of teaching.

Table 1

Participants' Reports

Name	Workplace Description	Workplace Factors That Affected Teaching
Andy	Brightland Elementary School; Taught Gr. 1-6; Affluent southern New England suburb	P.E. equipment and facilities, his autonomy, head of maintenance, superintendent, teachers' opinions of him as a P.E. teacher, students, parents
Alexis	Huntley High School; Large inner-city school; Taught swimming only to students in grades 9-10; Very old school; Culturally diverse	Culturally diverse school community and student body, P.E. facilities
Bertha	Six rural elementary schools in northern New England; Taught Gr. 1-6; one school had a gymnasium	Itinerant teacher, co-taught with a twenty-year veteran, P.E. facilities, main principal, students, other teachers, scheduling of P.E.
Bruce	Walgram School; Suburban southern New England; Taught K-Gr. 8; Very old school	Principal, student other teachers, P.E. facilities, work assignments, teaching schedule, lack of contact with other P.E. teachers, his goals for P.E., lack of employment security
Chantel	Two rural northern New England elementary schools; Taught K-Gr. 5	Itinerant teacher, scheduling of P.E., P. E. facilities, work assignments, her goals for P.E., principals, teachers, students
Jethro	Smithport H.S. & Smithport Elementary School; Rural northern New England schools; Taught K-Gr. 12	Organizational characteristics of the schools and the community, superintendent, elementary school teachers, students, professional development opportunities
Kim	Woodland School; Rural southern New England; Taught Gr. 1-6	P.E. facilities, colleagues, students, coaching responsibilities, union politics
Sarah	Three rural northern New England schools; Taught K-Gr. 8	Other teachers, mentor, secretaries, principals, students, itinerant teacher, unpredictability of each school
Saria	Jackson H.S.; Large suburban southern New England H.S.; Taught Gr. 10-12	P.E. colleagues, students, P.E. facilities, P.E. program
Sue	Northwood School; Large rural northern New England school; Taught K-Gr. 8	Isolation, lack of support, principal, parents, gymnasium, equipment, other teachers
Tara	South St. School & Ocean Park H.S.; suburban southern New England schools; Taught Gr. 5-6 & Gr. 7-8 girls	South St. School staff, students, P.E. & Athletics colleagues, P.E. facilities
Teresa	Huntley High School; Large inner-city school; Taught Gr. 9-10; Very old school; Culturally diverse	P.E. colleagues, students, P.E. facilities

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Table 2

Workplace Factors That Were Common To All Participants

Most Salient Characteristics	Description
Physical Education Facilities	Teaching areas affected both their teaching methods and the selection of activities they were able to offer.
Presence or Absence of Teaching Colleagues	Those teachers who did not have P.E. colleagues enjoyed their autonomy, but often wished they had someone with whom they could share ideas. Those who had colleagues, viewed them with mixed emotions.
Scheduling of Physical Education Classes	Most teachers believed there was too little time allotted scheduled for P.E. , therefore they had great difficulty working towards their goals for P.E.
Community Environment	The location of their schools in urban, suburban, or rural areas, and the nature of the people and the local politics of the area set the tone for each school's culture.
Students	Students' responses to their classes affected not only their curricular offerings, but also their teaching methods. The students were the barometers by which most of these teachers measured their success as instructors and curriculum designers.

"Unarticulated" Factors	Description
Status of Physical Education In The Schools	For most of these novices, physical education was accorded low status by at least some of the people in their schools.
Teachers' Sense Of Efficacy	All teachers commented about the extent to which they felt they had been successful during their first year. They talked about the impact they had on their students.
Testing Of Values	The norms for physical education at their schools were vastly different from what they were taught in their preservice teacher education programs. Their values related to teaching P.E. were challenged continuously.
Realities Of Schools As A Social Institution	Very few novices considered the school as a workplace, or a place where students, faculty, staff, administrators, and community members would interact to form a culture within which they would be a member.

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